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ABSTRACT

This document is a competency-based curriculum guide for use in marketing/distributive education programs in Virginia high schools. Following a section on the Virginia standards for competency-based education, the guide provides descriptions for all courses in the Virginia curriculum in the marketing/distributive education program. For each course, a title, number, grade level, prerequisites, and a narrative description are provided. This section is followed by an outline of the instructional areas of the state's marketing/distributive education curriculum and a master task and duty list for all levels of the curriculum. The final section of the guide consists of a suggested teaching sequence for fundamentals of marketing. For each of three levels of the curriculum, the sequence contains a course outline sequenced with the number of suggested days assigned per topic, a calendar of instruction, suggested resources, and student competency record forms. (KC)

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VIRGINIA CURRICULUM MANAGEMENT GUIDE

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VIRGINIA CURRICULUM

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COMPETENCY BASED EDUCATION

CBE

DEFINITION: CURRICULUM BASED ON COMPETENCIES THAT ARE REQUIRED OF A PERSON TO PERFORM TASKS REQUIRED OF A SPECIFIC OCCUPATION

- CHARACTERISTICS:
1. CONTENT OF CURRICULUM IS BASED UPON REQUIRED TASKS
 2. PERFORMANCE OBJECTIVES ARE DEVELOPED
 3. STUDENTS ARE AWARE OF COMPETENCIES TO BE DEVELOPED
 4. ACHIEVEMENT IS BASED UPON DEMONSTRATED COMPETENCIES
 5. EVALUATION IS BASED UPON PREDETERMINED CRITERIA
 6. RECORDS ARE KEPT OF STUDENT ACHIEVEMENT

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FIGURE 1
VIRGINIA CBE STANDARDS REQUIREMENTS AND CRITERIA
For Vocational Education

<u>CBE STANDARD</u>	<u>REQUIREMENTS</u>	<u>CRITERIA</u>
I. Role-relevant competencies that include standards are identified and stated.	1. Validated task/competency list for each vocational program. 2. A performance objective for each validated task/competency.	1.1 Lists to be based on V-TESS, IDBCC, state approved lists, or other researched materials. 1.2 Where researched tasks/competency lists are not available, appropriate methods and resources will be used to validate the lists. 1.3 Task/competency lists will include role-relevant competencies for occupational, consumer and homemaking, industrial arts, and orientation/exploration experiences. 1.4 Lists should be reviewed by local or state vocational supervisory staff. 2.1 Performance objectives to include the psychomotor, cognitive and affective domains. 2.2 Each performance objective shall include the condition, performance and standard for each task/competency.
II. Competencies are specified to students prior to instruction.	I. A system exists for providing task/competency information to students prior to instruction.	1.1 The system will provide specific information concerning the task/competencies in a vocational program, course or unit of instruction. 1.2 The system will include one or more of the following types of information: Performance objectives, competency profiles, check-sheets, training plans or contracts.
III. Criterion-referenced measures are used to measure achievement of competencies.	1. A criterion referenced measure for each validated task/competency. 2. A testing and evaluation procedure based on the criterion-referenced measures.	1.1 The CBA will include two parts: (1) a statement on how testing and/or evaluation will be conducted to measure student performance to a given standard, (2) the standard for the specific task/competency. 2.1 Testing and evaluation procedure is based on the predetermined standard for the task/competency rather than other students' accomplishments.

CBE STANDARD

REQUIREMENTS

CRITERIA

IV. A system exists for documenting the competencies achieved by each student.

1. A system that has task/competency records/profiles for student achievement in each vocational program, course or unit.

1.1 The task/competency records/profiles will include:

- (a) student name
- (b) program title
- (c) listing of all terminal competencies
- (d) enabling competencies if needed
- (e) rating scale
- (f) instructor's initial and date when competency was evaluated
- (g) method for authenticating record

1.2. The documentation is available for articulation, student achievement record and employer information.

1.3. Task/competency records/profiles should be part of the students official school record.

DISTRIBUTIVE EDUCATION PROGRAMS

Programs	Suggested Courses	Code	Suggested Grade	No. Weeks
General Marketing	Fundamentals of Marketing	8110	10	36
	Marketing	8120	11	36
	Advanced Marketing	8130	12	36
Apparel and Accessories Marketing	Fundamentals of Marketing	8110	10	36
	Fashion Merchandising	8144	11	36
	Advanced Fashion Merchandising	8145	12	36
Hospitality and Recreation Marketing	Fundamentals of Marketing	8110	10	36
	Marketing	8120	11	36
	Hotel-Motel Operations	8146	12	36
	Fundamentals of Marketing	8110	10	36
	Marketing	8120	11	36
	Food Services Marketing	8170	12	36
Food Marketing	Fundamentals of Marketing	8110	10	36
	Marketing	8120	11	36
	Food Marketing	8142	12	36
Radio Broadcasting	Radio Broadcasting I	8161	10	36
	Radio Broadcasting II	8162	11	36
	Radio Broadcasting III	8163	12	36
Financial Services Marketing	Fundamentals of Marketing	8149	10	36
	Marketing	8120	11	36
	Financial Services Marketing	8180	12	36
Entrepreneurship	Entrepreneurship	8130	12	36
Senior Intensified Program	Retail Selling	8149	12	18
	Checker Education	8150	12	18

GENERAL MARKETING PROGRAMFundamentals of Marketing 8110

Grade Level: 10 or 11

Prerequisites: Verified interest
in Marketing Occupations

Fundamentals of Marketing is the basic elective course offered in the three-year distributive education occupational program. The course is designed to provide students with the competencies needed for successful entry-level employment in marketing occupations. It equips students with the social, economic, marketing, and job search competencies necessary for successful initial employment in retail, wholesale, or service businesses.

Students combine classroom instruction with a minimum of 90 hours of occupational experiences, consisting of simulations, school and community-based projects or periodic employment in local marketing businesses. These occupational experiences may take place during or after school hours, and are planned, directed, and documented by the distributive education coordinator. The competencies developed in this course are essential for successful completion of the other marketing and distributive education occupational courses.

Marketing 8120

Grade Level: 11 or 12

Prerequisites: None

Marketing is the second-year course in the General Marketing program. The course provides students with instruction that enables them to obtain and succeed in their chosen marketing occupation. Students combine classroom instruction with a minimum of 540 hours of continuous supervised on-the-job training during the school year in a local marketing business--an average of 15 hours of work per week for 36 weeks/or a minimum of 360 hours of occupational experiences consisting of simulations, school and community-based projects, or periodic employment in local marketing businesses, all of which are planned, supervised and documented by the distributive education coordinator. One method or the other must be used but not both in the same course. On-the-job training during summer months also may be counted toward the 540 hours if supervised by the DE coordinator with a training plan. Students concentrate on developing competencies needed by distributive workers in the areas of selling, advertising, display, operations, and product/service technology. The competencies taught in Fundamentals of Marketing 8110 are considered essential for entry into this course.

Advanced Marketing 8130

Grade Level: 12

Prerequisites: Marketing 8120

Advanced Marketing is the third-year course in the General Marketing program. The course enables students completing Marketing 8120 to develop competencies needed to advance in full-time employment in marketing and distribution. Students develop advanced competencies in several of the same areas studied in Marketing 8120, and, in addition, develop basic competencies in the areas of sales promotion, merchandising, market research, and management. Students continue the arrangement of combining classroom instruction with a minimum of 540 hours of continuous supervised on-the-job training during the school year, or 360 hours of occupational experiences. One method or the other must be used but not both in the same course.

SPECIALIZED MARKETING PROGRAMFashion Merchandising 8144

Grade Level: 11 or 12

Prerequisites: None

Fashion Merchandising is a specialized course for students with a career interest in Apparel & Accessories Marketing. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120, depending on whether the coop or occupational experiences method is used. Students also develop additional competencies unique to employment in the apparel and accessories field. Vocational application of instruction is provided through 540 hours of supervised on-the-job training in local apparel and accessories businesses, or through 360 hours of occupational experiences consisting of simulations, school and community-based projects, or periodic employment in local apparel & accessories businesses, all of which are planned, supervised, and documented by the Distributive Education coordinator.

Advanced Fashion Merchandising 8145

Grade Level: 12

Prerequisites: Marketing 8120
or Fashion Merchandising 8144

The core curriculum for this course and the competencies developed by students are selected from the Advanced Marketing course, 8130. Students also develop additional competencies unique to employment in the apparel and accessories field. Vocational application of instruction is provided through 540 hours of supervised on-the-job training in local apparel and accessories businesses, and is supervised by the Distributive Education coordinator.

Hotel/Motel Operations 8146

Grade Level: 12

Prerequisites: None

Hotel/Motel Operations is a specialized course for students with a career interest in the hotel/motel industry. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120. Students also develop additional competencies unique to employment in the hotel-motel industry. Vocational application of instruction is provided through 540 hours of on-the-job training in local hotels and motels, and is planned, supervised and documented by the Distributive Education coordinator.

Food Services Marketing 8170

Grade Level: 12

Prerequisites: None

Food Services Marketing is a specialized course for students with a career interest in the food service industry. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120. Students also develop additional competencies unique to employment in the food services marketing industry. Vocational application of instruction is provided through 540 hours of on-the-job training in local food service operations, and is planned, supervised and documented by the Distributive Education coordinator.

Food Marketing 81-2

Grade Level: 12

Prerequisites: None

Food Marketing is a specialized course for students with a career interest in the food marketing industry. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120. Students also develop additional competencies unique to employment in the Food Marketing industry. Vocational application of instruction is provided through 540 hours of on-the-job training in local food stores, and is planned, supervised and documented by the Distributive Education coordinator.

Radio Broadcasting I 8161

Grade Level: 10

Prerequisites: None

Radio Broadcasting I is a one-year, single-period course offered at the tenth-grade level for a minimum of one credit. This specialized introductory course is designed for students interested in studying careers in the broadcasting field. Instruction includes such areas as the organization and operation of radio stations, the legal basis for broadcasting, the Federal Communications Commission, and the Federal Trade Commission. During the first semester students put together career packages that contain not only their personal findings and experiences, but also their reactions to individual research in terms of personal occupational choice for broadcasting. This course is recommended to precede Radio Broadcasting II, 8162.

Radio Broadcasting II 8162

Grade Level: 11

Prerequisites: None

Radio Broadcasting II is the second year of a three-year course sequence offered at the eleventh-grade level for a single-period for a minimum of one credit. Radio Broadcasting I (8161) at the tenth-grade level is recommended for students enrolling in this course, but it is not required. Students enrolled in Radio Broadcasting II spend an additional hour in the laboratory for each classroom hour of instruction. Students rotate through the radio broadcasting department including traffic, engineering, news, sports, radio production, record library, copy writing, and performing. Operating a radio station is an integral part of the broadcasting curriculum and job placement during the year in radio broadcasting occupations in the community is highly encouraged. When Radio Broadcasting I is not taught, Radio Broadcasting II becomes the first year of a two-year sequence in the Radio Broadcasting Program.

Radio Broadcasting III 8163

Grade Level: 12

Prerequisites: Radio Broadcasting II

Radio Broadcasting III is the third year of a three-year occupational program offered in the twelfth-grade for a single-period for a minimum of one credit. Students enrolled in Radio Broadcasting III study many of the same instructional areas as Radio Broadcasting II but in more depth than was studied in Radio Broadcasting II. Additional instruction includes self-regulation, interval broadcasting, comparative systems, and broadcast sales. Operating a radio station is an integral part of the broadcasting curriculum; placement of students during the year in radio broadcasting occupations in the community is highly encouraged. Where Radio Broadcasting I is not taught, Radio Broadcasting III is the second year of a two-year occupational program in Radio Broadcasting.

Financial Services Marketing 8180

Grade Level: 12

Prerequisites: None

Financial Services Marketing is a specialized course for students with a career interest in the financial services marketing field. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120. Students also develop additional competencies unique to employment in financial services marketing. Vocational application of instruction is provided through 540 hours of on-the-job training in local financial services establishments, and is planned, supervised and documented by the Distributive Education coordinator.

Entrepreneurship 8190

Grade Level: 12

Prerequisites: None

Entrepreneurship is a specialized course for students with a career interest in owning their own marketing business. The core curriculum for this course and the competencies developed by students are selected from Marketing 8120 and Advanced Marketing 8130. Students also develop additional competencies unique to owning and managing a business. Vocational application of instruction is provided through 360 hours of occupational experiences consisting of simulations, school and community-based projects, or periodic employment in local marketing businesses. These occupational experiences may take place during or after school hours and are planned, supervised and documented by the Distributive Education coordinator.

SENIOR INTENSIFIED PROGRAMRetail Selling 8149

Grade Level: 12

Prerequisites: None

Retail Selling is a one semester, single-period course offered on an elective basis for twelfth-grade students for a minimum of $\frac{1}{2}$ credit. The course enables students to develop occupational competencies required for entry-level employment in retail selling. Emphasis is on how to interview successfully, effective human relations, and attitudes essential for holding and succeeding on the job, sales techniques, retail arithmetic, and stock-keeping. Vocational application is provided through classroom projects, supervised learning experiences in local businesses, or placement in a retail selling job. Activities may take place during or after school hours and are planned and supervised by the Distributive Education coordinator.

Checker Education 8150

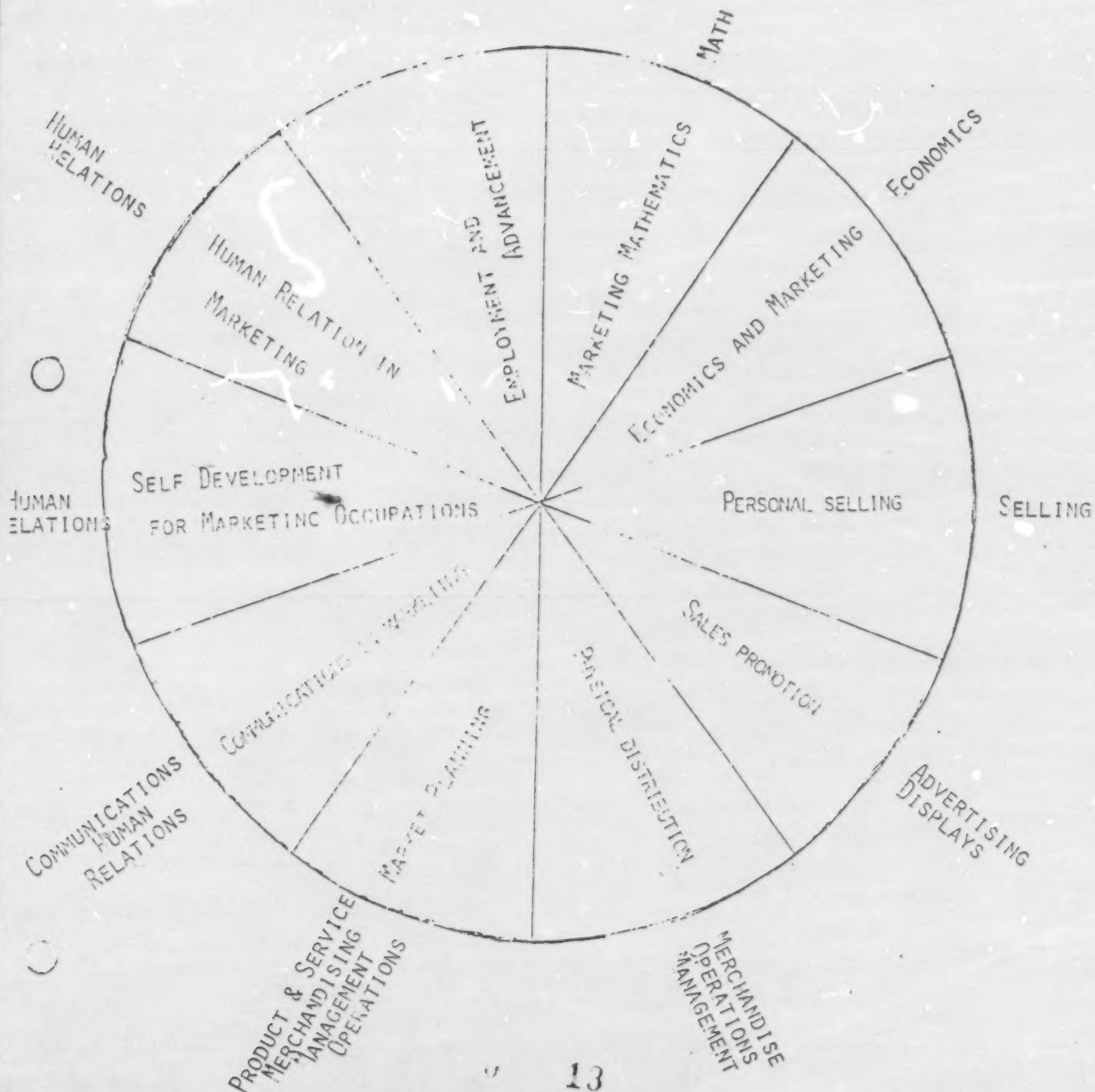
Grade Level: 12

Prerequisites: None

Checker Education is a one semester, single-period course offered on an elective basis for twelfth-grade students for a minimum of $\frac{1}{2}$ credit. The course enables students to develop occupational competencies required for entry-level employment as a cashier checker. Emphasis is on cash register procedure, check cashing and change making procedures, computing tax, bagging merchandise, scale reading and computing produce weight, figuring split prices, detecting pilferage, processing food stamps, and effective customer relations. Vocational application is provided through a laboratory especially designed for food marketing. Activities take place during school hours and are planned and supervised by the Distributive Education coordinator.

VIRGINIA CURRICULUM FRAMEWORK

Location of the Virginia Curriculum Instructional Areas in the IDECC System



UNIT TITLES
VIRGINIA CURRICULUM
INSTRUCTIONAL AREAS

Communications in Mark

Level I

- CO - Verbal Communications I
- CO - Written Communications I

Level II

- CO - Customer/Co-worker Communications II
- CO - Information on Organization Activities II

Level III

- CO - Employee Job Communication III
- CO - Communication with Marketing Personnel III
- CO - Employee/Management Liaison III
- CO - Written Communications III

Level IV

- CO - Trends and Developments in Marketing IV
- CO - Organizational Goals and Strategies IV
- CO - Training Programs IV

Economics in Marketing

Level I

- EM - Importance of Marketing I
- EM - Importance of Economics I
- EM - Economic Resources I
- EM - Private Enterprise System I
- EM - Profit I
- EM - Supply and Demand I
- EM - Competition I
- EM - Economic Goods/Services I

Level II

- EM - Product Utility II
- EM - Marketing Functions II
- EM - Market Price II
- EM - Market II
- EM - Business Activities II
- EM - Channels of Distribution II
- EM - Gross National Product II
- EM - Business Cycles II

Econ-Mark

Level III

- EM - Marketing Strategy III
- EM - Promotional Mix III
- EM - Government and Business Interactions III

Level IV

- EM - Division and Specialization of Labor IV
- EM - Organized Labor IV
- EM - International Trade IV
- EM - Business Risks IV

Employment and Advancement

Level I

- EA - Identifying Occupational Objectives I
- EA - Entry-Level Employment Interview I

Level II

- EA - Starting a New Job II

Level III

- EA - Securing Fulltime Employment III

Human Relations in Marketing

Level I

- HR - Human Relationships in Marketing I
- HR - Personal Relationships I

Level II

- HR - Professional Relationships II
- HR - Customer Relationships II
- HR - Biases and Stereotypes II

Level III

- HR - Leadership III
- HR - Morale
- HR - In-depth Relationships III
- HR - Professional Relationships III

Level IV

- HR - Social and Ethical Responsibilities IV
- HR - Human Relations of Business Management IV

Marketing Mathematics

Level I

- MA - Basic Math I
- MA - Determining Amount of Purchase I
- MA - Handling Payments I
- MA - Operating Electronic Cash Register I
- MA - Handling Counterfeit Money I

Level I:

- MA - Handling Returns I
- MA - Handling COD's and Layaways II
- MA - Inventory Control II
- MA - Pricing Products and Services II
- MA - Prepare, Maintain, and Close-out Cashier Station II

Level III

- MA - Records of Sales and Cash Intake III
- MA - Authorizing Checks III
- MA - Preparing Payroll III
- MA - Inventory Control III
- MA - Prepare Money for Cashier Station III
- MA - Purchase Orders and Invoices III

Level IV

- MA - Income and Loss IV

Market Planning

Level I

- MP - Marketing Concept I
- MP - Need for Product/Service Planning I

Level II

- MP - Primary Data II
- MP - Product/Service Development II
- MP - Process of Product/Service Planning II
- MP - Importance of Brands II
- MP - Characteristics of Product Packaging II

Level III

- MP - Conducting a Market Research Project III
- MP - Steps in Product Development III

Level IV

- MP - Pricing, Policies, Objectives and Strategies IV
- MP - Purchasing Goods IV
- MP - Analyze Financial Position IV
- MP - Credit and Finance Policies IV
- MP - Marketing Plan IV

Personal Selling

Level I

- PS - Basic Elements in a Sale I
- PS - Product/Service Knowledge I

Level II

- PS - Selling Techniques II
- PS - Enhancing a Sale II
- PS - Telephone Selling II
- PS - Packaging Purchases II

Level III

- PS - Contact in Sales III
- PS - Time/Territory Management III
- PS - Ensuring Productive Calls III
- PS - Using Deliveries for Sales III
- PS - Selling to Groups III
- PS - Sales Specialist III

Level IV

- PS - Forecasting Sales IV
- PS - Recruit, Select, Train Sales Force IV
- PS - Organize/Supervise Sales Force IV
- PS - Sales Policies IV

Physical Distribution

Level I

- PD - Incoming Shipments I
- PD - Preparing Shipments I

Level II

- PD - Safety II
- PD - Maintenance II

Level III

- PD - Routing Shipments III
- PD - Damaged Shipments III
- PD - Ordering III
- PD - Safety Procedures III

Sales Promotion

Level I

- SP - Knowledge of Sales Promotion I
- SP - Benefits of Sales Promotion I
- SP - Sales Promotion Responsibility I

Level II

- SP - Keeping Informed on Sales Promotion Activities II
- SP - Prepare, Set Up, and Maintain Display II

Level III

- SP - Planning Sales Promotions III
- SP - Approval of Sales Promotions III
- SP - Scheduling Sales Promotions III
- SP - Prepare, Set Up, and Maintain Displays III

Level IV

- SP - Sales Promotion Program IV
- SP - Preparing An Ad IV
- SP - Company Displays IV
- SP - Stimulating Displays IV

Self-Development for Marketing Occupations

Level I

- SD - Self Understanding I
- SD - Decision Making I

Level II

- SD - Self Understanding II
- SD - Using Feedback II
- SD - Setting Goals II
- SD - Self Improvement II

Level III

- SD - Values III
- SD - Career Decision Making III

Level IV

- SD - Management Qualities, IV

Unit Titles
Virginia Curriculum
Fundamentals in Marketing
Level I

Communications in Marketing I

1. CO - Verbal Communications I
2. CO - Written Communications I

Economics in Marketing I

1. EM - Importance of Marketing I
2. EM - Importance of Economics I
3. EM - Economic Resources I
4. EM - Private Enterprise System I
5. EM - Profit I
6. EM - Supply and Demand I
7. EM - Competition I
8. EM - Economic Goods/Services I

Employment and Advancement I

1. EA - Identifying Occupational Objectives I
2. EA - Entry-Level Employment Interview I

Human Relations in Marketing I

1. HR - Human Relationships on Marketing I
2. HR - Personal Relationships I

Marketing Mathematics I

1. MA - Basic Math I
2. MA - Determining Amount of Purchase I
3. MA - Handling Payments I
4. MA - Operating Electronic Cash Register I
5. MA - Handling Counterfeit Money I

Market Planning I

1. MP - Marketing Concept I
2. MP - Need for Product/Service Planning I

Personal Selling I

1. PS - Routine Sales Transaction I
2. PS - Product/Service Knowledge I

Physical Distribution I

1. PD - Incoming Shipments I
2. PD - Preparing Shipments I

Sales Promotion I

1. SP - Knowledge of Sales Promotion I
2. SP - Benefits of Sales Promotion I
3. SP - Sales Promotion Responsibility I

Self-Development for Marketing Occupations I

1. SD - Self Understanding I
2. SD - Decision Making I

Unit Titles
Virginia Curriculum
Marketing
Level II

Communications in Marketing II

1. CO - Customer/Co-worker Communications II
2. CO - Information on Organization Activities II

Economics in Marketing II

1. EM - Product Utility II
2. EM - Marketing Functions II
3. EM - Mark Price II
4. EM - Market II
5. EM - Business Activities II
6. EM - Channels of Distribution II
7. EM - Gross National Product II
8. EM - Business Cycles II

Employment and Advancement II

1. EA - Starting a New Job II
2. EA - Securing Fulltime Employment II

Human Relations in Marketing II

1. HR - Professional Relationships II
2. HR - Customer Relationships II
3. HR - Biases and Stereotypes II

Marketing Mathematics II

1. MA - Handling Returns II
2. MA - Handling C.O.D.'s and Layaways II
3. MA - Inventory Control II
4. MA - Pricing Products and Services II
5. MA - Prepare, Maintain, and Close out Cashier Station II

Market Planning II

1. MP - Primary Data II 9
2. MP - Product/Service Development II
3. MP - Process of Product/Service Planning II
4. MP - Importance of Brands II
5. MP - Characteristics of Product Packaging II

Personal Selling II

1. PS - Selling Techniques II
2. PS - Enhancing a Sale II
3. PS - Telephone Selling II
4. PS - Packaging Purchases II

Physical Distribution II

1. PD - Safety II
2. PD - Maintenance II

Sales Promotion II

1. SP - Keeping Informed on Sales Promotion Activities II
2. SP - Prepare, Set Up, and Maintain Display II

Self-Development for Marketing Occupations II

1. SD - Self Understanding II
2. SD - Using Feedback II
3. SD - Setting Goals II
4. SD - Self Improvement II

Unit Titles
Virginia Curriculum
Advanced Marketing

Level III

Communications in Marketing III

1. CO - Employee Job Communication III
2. CU - Communication with Marketing Personnel III
3. CO - Employee/Management Liaison III
4. CO - Written Communications III

Economics in Marketing III

1. EM - Marketing Strategy III
2. EM - Promotional Mix III
3. EM - Government and Business Interactions III

Employment and Advanced III

1. EA - Securing Fulltime Employment III

Human Relations in Marketing III

1. HR - Leadership III
2. HR - Morale
3. HR - In-depth Relationships III
4. HR - Professional Relationships III

Marketing Mathematics III

1. MA - Records of Sales and Cash Intake III
2. MA - Authorizing Checks III
3. MA - Preparing Payroll III
4. MA - Inventory Control III
5. MA - Prepare Money for Cashier Station III
6. MA - Purchase Orders and Invoices III

Market Planning III

1. MP - Conducting a Market Research Project III
2. MP - Steps in Product Development III

Personal Selling III

1. PS - Contact in Sales III
2. PS - Time/Territory Management III
3. PS - Ensuring Productive Calls III
4. PS - Using Deliveries for Sales III
5. PS - Selling to Groups III
6. PS - Sales Specialist III

Physical Distribution III

1. PD - Routing Shipments III
2. PD - Damaged Shipments III
3. PD - Ordering III
4. PD - Safety Procedures III

Sales Promotion III

1. SP - Planning Sales Promotions III
2. SP - Approval of Sales Promotions III
3. SP - Scheduling Sales Promotions III
4. SP - Prepare, Set Up, and Maintain Displays III

Self-Development for Marketing Occupations III

1. SD - Values III
2. SD - Career Decision Making III

MASTER TASK LIST
FOR THE
General Marketing Curriculum
Levels I-IV

1981-82

Curriculum

Task List

COMMUNICATION IN MARKETING

- *** = Critical
- ** = Not critical but important
- * = Least important

Level I Preparation for Entry-Level Employment

Duty: Use effective verbal communications in marketing.

- Tasks:
1. Address others (customers, fellow employees, supervisors, managers) individually in a businesslike manner. ***
 2. Use the telephone in a businesslike manner. ***
 3. Use proper grammar and vocabulary. ***
 4. Speak clearly and pleasantly. ***
 5. Listen to and follow directions. ***
 6. Use non-verbal communication(s) (gestures, body posture, facial expression) to help convey feelings in spoken communication. **

Duty: Prepare written communications.

- Task:
1. Complete forms, reports, and messages so they can be read and understood easily. ***

Level II Entry-Level Employment--Career-Level Employment

Duty: Communicate effectively with customers and co-workers.

- Tasks:
1. Respond effectively to customers' and co-workers' verbal inquiries. ****
 2. Use the elements of good speech daily in verbal communication with customers, employees, and supervisors. ***
 3. Translate technical language into commonly understood language. **
 4. Interpret company policies to customers. ***
 5. Handle effectively customers' verbal inquiries. ***
 6. Communicate to supervisors suggestions for change. **

Duty: Keep informed of current activities in the organization.

- Tasks:
1. Determine the importance of attending departmental meetings. ****
 2. Recognize company information that must be kept confidential. ***
 3. Determine the importance of reading intrabusiness news media. **

Level III Mid-Management Level Employment

Duty: Communicate with individual employees concerning their jobs.

- Tasks:
1. Teach individual employees to perform job duties. ***
 2. Set objectives with individual employees. ***
 3. Conduct performance evaluation interview with individual employees. ***
 4. Conduct exit interviews with individual employees. ***

Duty: Communicate verbally with marketing personnel groups.

- Tasks:
1. Give oral presentations to a small group of marketing people. ***
 2. Conduct departmental or company-wide employee meetings. ***

Duty: Act as a liaison between employees and management.

- Tasks:
1. Interpret management policies to employees. ***
 2. Interpret employee problems to management. ***
 3. Interpret progress of departments, systems, or functions within the business to management. ***

Duty: Use effective written communications in marketing.

- Tasks:
1. Write business letters. ***
 2. Write company memoranda. ***

Level IV Manager-Owner Level Employment

Duty: Keep informed of important trends and developments in the field of marketing.

- Tasks:
1. Read a variety of business communications and determine the relevant information. **
 2. Communicate orally or in writing the important information gained from reading and research. ***
 3. Interpret tables, graphs, and charts in order to gain marketing information relevant to your business. ***

Duty: State organizational goals and identify strategies for attaining goals.

- Tasks:
1. Identify common goals and objectives of the organization. ***
 2. See that objectives are set with each employee on an individual basis. ***
 3. Plan strategies for reaching organizational and individual objectives. ***
 4. See that objectives are evaluated as projected deadlines are reached. ***

Duty: Develop training programs.

- Tasks:
1. Develop techniques to prepare the learner. ***
 2. Develop techniques to present the material. ***
 3. Develop techniques for trying out tasks under supervision. **
 4. Develop techniques for evaluating learning. ***

General Marketing

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Task List

ECONOMICS AND MARKETING

*** = Critical

** = Not critical but important

* = Least important

Level I Preparation for Entry-Level Employment

Duty: Demonstrate knowledge of what marketing is and why it is important.

- Tasks:
1. Identify statements that best describe marketing. ***
 2. Explain the importance of marketing in our economy. ***

Duty: Demonstrate knowledge of what economics is and why it is important

- Tasks:
1. Define economics as a process. ***
 2. Identify economic activities. ***
 3. Explain the importance of economics. ***

Duty: Demonstrate understanding that economic resources may be classified as land, labor and capital.

- Tasks:
1. Identify three major types of economic resources. **
 2. Identify examples of economic resources according to major type. **

Duty: Demonstrate understanding that in a private enterprise system, businesses are owned by individuals, not governments.

- Tasks:
1. Explain the meaning of private enterprise. **
 2. Describe five different types of business ownership. **
 3. Describe capitalistic, socialistic, and communistic economic systems. **

Duty: Demonstrate knowledge that profit is the driving force behind the free enterprise system.

- Tasks:
1. Define profit. **
 2. Identify elements that need to be accounted for before a profit can be made. **
 3. Explain why profit is an essential part of the private enterprise system. **

Duty: Demonstrate knowledge that supply and demand involve the interaction between products available and desire of customers to own them.

- Tasks:
1. Define supply and demand. ***
 2. Describe interaction between supply and demand. **
 3. Distinguish between buyer's and seller's market. **
 4. Describe the influences of supply and demand. **

Duty: Demonstrate knowledge of the effects of competition on buyers and sellers.

- Tasks:
1. Identify the statement that best describes competition. **
 2. Identify the effects of competition on buyers and sellers. **
 3. Explain why competition is important to the successful functioning of a private enterprise system. **

Duty: Demonstrate the knowledge that economic goods are the products and services offered to meet consumer needs and wants.

- Tasks:
1. Define the terms economic goods and economic services. ***
 2. Distinguish between "consumer" and "capital" economic goods and services. **
 3. Describe how human motivation to purchase goods and services is affected by unsatisfied needs and wants. **
 4. Explain how human needs and wants determine the economic goods and services that are offered for sale. **

Level II Entry-Level Employment -- Career-Level Employment

Duty: Demonstrate knowledge that the utility of a product means increased usefulness resulting from form, time, place and possession availabilities.

- Tasks:
1. Identify or describe product utility. **
 2. Identify the four most common types of product utility. **
 3. Recognize illustrations of types of utility. **

Duty: Knowledge that marketing involves the functions that have to be performed successfully for a business to continue, such as financing, buying, storing, servicing, transporting.

- Tasks:
1. Define marketing functions. ***
 2. Explain the functions involved in marketing product and services. ***

Duty: Demonstrate understanding that the market price of a product is determined by what a consumer is willing to give and what a seller is willing to take.

- Tasks:
1. Define market price. ***
 2. Identify the factors that influence the price that a consumer is willing to give for a product or service. ***
 3. Identify the factors that influence the amount that a seller is willing to accept for a product or service. ***

Duty: Demonstrate knowledge that a market includes all of the potential consumers of goods or a service.

- Tasks:
1. Define the meaning of a market for a product. ***
 2. Describe how a market for a product can be identified. **
 3. Identify demographic characteristics that would compose market segments for particular products. **

Duty: Demonstrate knowledge of the types of activities that business performs for society.

- Tasks:
1. Identify ways in which businesses serve society. **
 2. Describe the effects that business activities have on society. **

Duty: Understand that the channels of distribution are involved in the flow of finished products from producers to points of sale.

- Tasks:
1. Define channel of distribution. **
 2. Describe two basic types of distribution. **
 3. Describe the functions performed by channel intermediaries. **
 4. Explain the meaning of integrated distribution. **

Duty: Demonstrate knowledge that the Gross National Product is the total market value of the goods and services produced and rendered in a given year.

- Tasks:
1. Define Gross National Product. **
 2. Identify components of GNP calculations. **
 3. Explain why the U.S. GNP has continued to grow. **

Duty: Demonstrate understanding that business cycles are alternate periods of prosperity and recession.

- Tasks:
1. Define business cycle. **
 2. Identify the four phases of a business cycle. **
 3. Describe characteristics of each phase of a business cycle. **

Level III Mid-Management Level Employment

Duty: Demonstrate understanding that a marketing strategy is a plan of a company's goals and ways to achieve those goals.

- Tasks:
1. Define marketing strategy. ***
 2. Identify factors that affect marketing strategies. ***
 3. Describe a marketing strategy for a given situation. ***

Duty: Demonstrate knowledge that the promotional mix of a business is a combination of different forms of product promotion such as advertising, sales promotion, personal selling, and publicity.

- Tasks:
1. Describe the meaning of the term promotional mix. **
 2. Describe the potential elements of a promotional mix. **
 3. Identify the major advantages and disadvantages of different forms of product promotion. **
 4. Describe the most important factors that management should consider when designing a promotional mix. **

Duty: Demonstrate understanding of the interactions of government and business.

- Tasks:
1. Identify an important freedom that individuals and businesses enjoy in a free enterprise economy. **
 2. Identify reasons for government regulation of business activities. **
 3. Describe how government regulates business activities. **

Level IV Owner/Manager Level Employment

Duty: Demonstrate knowledge of the advantages and disadvantages involved in the division and specialization of labor.

- Tasks:
1. Identify the primary result of the division of labor. **
 2. Identify different types of labor specialization. **
 3. Describe the advantages and disadvantages of labor specialization according to the job tasks that are performed by workers. **

Duty: Demonstrate knowledge of the effects of organized labor on business.

- Tasks:
1. Identify the statement that best describes the term labor movement. **
 2. Describe the major types and levels of union organization. **
 3. Identify the statement that best describes collective bargaining. **
 4. Identify the six issues most commonly discussed during labor-management negotiations. **

5. Describe the bargaining strategies used by unions and management during negotiations. **
6. Explain the effects of unionism on labor and management. **

Duty: Demonstrate knowledge of the effects of international trade on the interdependency of nations.

- Tasks:
1. Define "international trade." **
 2. Explain why nations engage in international trade. **
 3. Describe how international trade affects the economic interdependence of nations. **

Duty: Demonstrate understanding that risks are potential losses to which businesses are exposed.

- Tasks:
1. Explain the meaning of "business risks." **
 2. Identify types of risks that businesses encounter. **
 3. Explain how businesses deal with the various types of risks. **

General Marketing

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Curriculum

Task List

EMPLOYMENT AND ADVANCEMENT

- *** = Critical
** = Not critical but important
* = Least important

Level I Preparation for Entry-Level Employment

Duty: Identify a marketing occupational objective.

- Tasks:
1. Identify personal occupational requirements. ***
 2. Describe entry-level marketing jobs available in most communities. ***
 3. Identify possible advancement patterns. ***
 4. Identify a tentative marketing occupational interest. ***

Duty: Complete an Entry-Level Employment Interview

1. Develop a confident attitude toward participating in an employment interview. ***
2. Meet the standards of appearance and behavior required for the interview. ***
3. Complete a Personal Resume. ***
4. Competently complete employment application forms for marketing employment. ***
5. Recognize the purposes and types of employment tests and general guidelines for taking them. ***
6. Complete a personal interview and follow-up. ***

Level II Entry-Level Employment -- Career-Level Employment

Duty: Demonstrate the ability to begin a new job smoothly.

- Tasks:
1. Demonstrate understanding of the company rules and regulations. ***
 2. Demonstrate desirable work habits. ***
 3. Explain gross pay and net pay. ***
 4. Set up a personal recordkeeping system. ***
 5. Identify ways of tying school and work experiences together. ***

Level III Mid-Management Level Employment

Duty: Demonstrate ability to secure full-time employment.

- Tasks:
1. Locate job prospects. ***
 2. Demonstrate knowledge of the full-time employment process. ***
 3. Prepare a chronological resume. ***
 4. Develop a strategy for job-hunting. ***

Curriculum

Task List

HUMAN RELATIONS IN MARKETING

*** = Critical

** = Not critical but important

* = Least important

Level I Preparation for Entry-Level Employment

Duty: Demonstrate the attitude that human relationships have an important effect on marketing businesses.

- Tasks:
1. Define human relations. **
 2. Identify the prominent human relationships in marketing businesses. ***
 3. Determine the goals of good human relations in marketing. ***

Duty: Build positive personal relationships

- Tasks:
1. Generate interest and enthusiasm toward people. ***
 2. Demonstrate appropriate assertive behavior. ***
 3. Demonstrate empathy for others. ***
 4. Exercise self-control during trying times. ***
 5. Build trusting relationships. **
 6. Accept other people as they are. **

Level II Entry-Level Employment - Career-Level Employment

Duty: Build harmonious professional relationships with co-workers, supervisors and managers.

- Tasks:
1. Carry your own weight/do your full share of the work. ***
 2. Assume responsibility for individual actions. ***
 3. Adjust to change. ***
 4. Accept constructive criticism from others. ***
 5. Identify and follow the 'unwritten' rules of the business. **

Duty: Building relationships with customers that will favorably represent the business.

- Tasks:
1. Treat customers with courtesy. ***
 2. Tactfully handle difficult customers. ***
 3. Handle customer complaints according to store policy. ***
 4. Live up to promises made to customers. ***
 5. Adapt to the personalities and needs of customers. ***
 6. Remember customer's names when serving them. **
 7. Remember personal information about individual customers and use it in conversation with them. **

Duty: Deal with biases and stereotypes

- Tasks:
1. Identify 'groups' which make up society. **
 2. Describe forms of discrimination. **
 3. Identify personal biases and prejudices. **

Level III Mid-Management Level Employment

Duty: Build productive relationships with subordinates through effective leadership

- Tasks:
1. Conduct skillful corrective interviews. ***
 2. Evaluate leadership styles in terms of your styles. ***
 3. Apply modern theories of human motivation with employees. ***

Duty: Maintain high morale among employees

- Tasks:
1. Maintain a pleasant working environment. ***
 2. Recognize the accomplishments of others. ***
 3. Reward creativity among personnel. ***
 4. Prepare workers for advancement. ***

Duty: Build satisfying in-depth relationships by relating effectively to others

- Tasks:
1. Use transactional analysis techniques in order to relate more effectively to others. **
 2. Gain a knowledge of communication styles in order to develop more effective inter-personal relationships. ***
 3. Recognize the roles people assume and the games people play that deter satisfactory relationships. ***

Duty: Build professional relationships with fellow marketing executives

- Tasks:
1. Participate in professional organizations in your area of marketing interest. **
 2. Participate in trade associations in your area of marketing interest. **
 3. Participate in community affairs. **
 4. Work compatibly with similar businesses. **

Level IV Manager-Owner Level Employment

Duty: Demonstrate a knowledge of the social and ethical responsibilities of management

- Tasks:
1. Recognize and meet the social obligations of management. **
 2. Deal with business problems involving ethics. ***

Duty: Recognize and provide for the human relations aspect of business management

- Tasks:
1. Prepare a management plan which includes provisions for the human relations aspect of supervision and management. **
 2. Formulate a plan for improving team building skills of employees. **

Curriculum

Task Lists

MARKETING MATHEMATICS

- *** = Critical
** = Not critical but important
* = Least important

Level I Preparation for Entry-Level Employment

Duty: Perform basic mathematical computations

- Tasks:
1. Add whole numbers. ***
 2. Subtract whole numbers. ***
 3. Identify addition and subtraction applications in marketing. ***
 4. Multiply whole numbers. ***
 5. Divide whole numbers. ***
 6. Identify multiplication and division applications in marketing. ***
 7. Add, subtract, multiply and divide with fractions. ***
 8. Calculate percentages. ***
 9. Identify fraction and percentage applications in marketing. ***

Duty: Calculate correct prices of products or services and total amounts of purchases

- Tasks:
1. Determine the price of product or service being purchased in a lesser quantity than that originally multiple priced. ***
 2. Determine the total price of individually priced products or services being purchased in greater amounts than one. ***
 3. Interpret tax computation charts. ***
 4. Compute taxes which must be applied to the price of goods. ***
 5. Compute mail and/or delivery charges. ***

Duty: Handle payment for purchases

- Tasks:
1. Process checks received in payment for merchandise. ***
 2. Handle cash received in payment. ***
 3. Determine correct change and count it back to customer. ***
 4. Handle charge sale transactions. ***

Duty: Operate an electronic cash register

- Tasks:
1. Operate register lock. ***
 2. Program register for cashier code number and date. ***
 3. Distinguish numeric and function keys. ***
 4. Complete a sales transaction on an electronic cash register. ***

Duty: Handle counterfeit currency

- Tasks:
1. Recognize counterfeit currency. **
 2. Follow proper procedure upon receipt of counterfeit currency. **

Level II Entry-Level Employment -- Career-Level Employment

Duty: Handle returns

- Tasks:
1. Handle returns for exchange. ***
 2. Handle returns for cash refunds. ***
 3. Handle returns for charge credit. ***

Duty: Handle COD's and layaways

- Tasks:
1. Handle COD sales transactions. ***
 2. Handle layaway sales transactions. ***
 3. Compute COD charges. ***

Duty: Participate in inventory control

- Tasks:
1. Explain importance of inventory control. ***
 2. Explain the term perpetual inventory. ***
 3. Take a physical inventory. ***

Duty: Use mathematical procedures in pricing products or services

- Tasks:
1. Explain importance of pricing. ***
 2. Define terminology used in pricing. ***
 3. Calculate mark-ups. ***
 4. Calculate mark-downs. ***

Duty: Prepare, maintain and close out cashier's station

- Tasks:
1. Arrange currency and coin in cash drawer. ***
 2. Maintain proper amount of cash in appropriate denominations in cash drawer. ***
 3. Balance cash drawer against cash register reading. ***

Level III Mid-Management Level Employment

Duty: Keep accurate records of sales and cash intake. ***

- Tasks:
1. Use sales sheets in reporting daily sales. ***
 2. Maintain records of cash received and bank deposits. ***
 3. Record local, state and federal sales taxes. ***

Duty: Handle checks

- Tasks:
1. Authorize checks according to the business policy. ***

- Duty: Use mathematical procedures and calculations in preparing payroll
- Tasks: 1. Calculate salary based on different payroll plans. ***
2. Calculate payroll deductions. ***
- Duty: Use mathematical procedures and calculations in inventory control
- Tasks: 1. Figure stock turnover. ***
2. Maintain stock control records. ***
3. Maintain close relationship between stock and sales. ***
- Duty: Prepare money for cashier's station
- Tasks: 1. Determine and requisition the amount of cash needed to transact business for the day. ***
2. Prepare allotment of coins and bills for each cash drawer. ***
3. Complete daily balance sheets for each cashier's station. ***
- Duty: Handle purchase orders and invoices
- Tasks: 1. Complete purchase orders. ***
2. Complete invoices. ***

Level IV Manager-Owner Level Employment

- Duty: Calculate income and loss in marketing
- Tasks: 1. Explain net income and loss. ***
2. Calculate net income and loss. ***
3. Calculate net sales. ***
4. Calculate gross margin. ***
5. Calculate break even points. ***
6. Calculate and interpret stock turnover in relation to department or company operating profits. ***
7. Read and interpret profit and loss statements. ***

Curriculum

Task Lists

MARKET PLANNING

*** = Critical

** = Not critical but important

* = Least important

Level I Preparation for Entry-Level Employment

Duty: Demonstrate an understanding of the marketing concept.

- Tasks:
1. Explain the marketing concept. **
 2. Explain historical development in business that led to the adoption of the marketing concept. **
 3. Give examples of the marketing concept in action. **

Duty: Appreciate the need for product/service-planning in the marketing process.

- Tasks:
1. Explain the role product/service-planning activities play in a company's success in the marketplace. **
 2. Identify factors that influence product/service planning. **

Level II Entry-Level Employment -- Career-Level Employment

Duty: Participate in collecting primary marketing data.

- Tasks:
1. Identify the methods of gathering primary marketing data. **
 2. Apply one or more of the methods to gather primary data. **

Duty: Demonstrate the understanding that products/services are developed to meet the needs of specific markets.

- Tasks:
1. Explain the difference between the total-market approach and the segmentation approach to product planning. **
 2. Cite examples of specific products/services and their target markets. **

Duty: Follow the process of product/service planning in action.

- Tasks:
1. Define product line and product mix. **
 2. Identify the stages of the product life cycle. **
 3. Explain the steps in product planning. **

Duty: Understand the importance of brands for product recognition by the customer.

- Tasks:
1. Define the term brand. **
 2. Describe the kinds of brands. **
 3. Recognize the distinguishing parts of a brand. **
 4. Explain the value of a brand to the marketer and to the consumer of the product. **

Duty: Demonstrate an understanding of the significant characteristics of product packaging.

- Tasks:
1. Define the term packaging. **
 2. Identify the functions of packaging. **
 3. Identify the various materials used in packaging. **
 4. Identify packaging materials appropriate for products. **

Level III Mid-Management-Level Employment

Duty: Conduct a marketing research project for gathering, recording, analyzing and reporting data.

- Tasks:
1. Identify a marketing problem to research. ***
 2. Plan the research. ***
 3. Collect the secondary data. ***
 4. Collect the primary data. ***
 5. Apply sampling techniques to identify the sample population. **
 6. Prepare the research instrument. ***
 7. Train the interviewers. **
 8. Prepare the research report. ***
 9. Present the research report. ***

Duty: Demonstrate an understanding of the steps in product development.

- Tasks:
1. Identify sources of ideas for new products. ***
 2. Identify the method of screening ideas for new products. **
 3. Identify the methods used for evaluating a new product idea. ***
 4. Explain the importance of pre-testing a prototype of the new product. **
 5. Describe the forms of product testing. **
 6. Describe the full-scale introduction stage of product development. **

Level IV Manager-Owner-Level Employment

Duty: Establish pricing, policies, objectives and strategies.

- Tasks:
1. Consider the factors that affect pricing. ***
 2. Apply knowledge of the most widely adopted pricing policies. ***

3. Set a pricing objective for a product/service. ***
4. Apply knowledge of the most widely-used pricing strategies (examples--pioneer, psychological, and promotional pricing strategies). ***

Duty: Carry out a step-by-step procedure for purchasing goods.

- Tasks:
1. Obtain product information. ***
 2. Judge the product as to its suitability as an addition to the product line. ***
 3. Choose the vendor. ***

- Tasks:
4. Plan the timing of the purchase. ***
 5. Plan the product assortment. ***
 6. Negotiate the terms of the sale. ***
 7. Issue the purchase order. ***

Duty: Analyze financial position.

Duty: Establish credit and finance policies.

Duty: Develop a marketing plan.

- Tasks:
1. Plan sales. ***
 2. Plan stock. ***
 3. Plan reductions. ***
 4. Plan purchases. ***
 5. Plan mark-up. ***

Curriculum

Task Lists

PERSONAL SELLING

*** = Critical

** = Not critical but important

* = Least important

Level I Preparation for Entry-Level Employment

Duty: Use the basic elements of a sale in completing routine sales transactions

- Tasks:
1. Approach the customer and begin the sale. ***
 2. Present the features and benefits of a product or service. ****
 3. Overcome customers' objections and excuses. ***
 4. Close the sale. ***

Duty: Use product or service knowledge as part of a routine sales transaction

- Tasks:
1. Know the importance of product or service knowledge. ***
 2. Determine what customers want to know about the product or service. ***
 3. Identify sources of product or service knowledge. ***

Level II Entry-Level Employment -- Career-Level Employment

Duty: Use effective selling techniques

- Tasks:
1. Suggest advertised products or services from one's own company that might satisfy customer's needs. ***
 2. Coordinate products or services with related items in an attempt to increase the amount of sale. ***
 3. Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale. ***
 4. Handle goods with care and respect in order to enhance value. ***
 5. Use call-back in attempt to increase the sale. ***
 6. Lead the procrastinating customer toward a decision.

Duty: Use product or service knowledge to enhance a sale

- Tasks:
1. Convert product or service knowledge into selling points. ***
 2. Build sales talk around selling points. ***
 3. Compare goods or services favorably with competing products or services. ***
 4. Use information on tags, labels, stamps, wrappers, etc. to help customer buy intelligently. **
 5. Use brand or trade names to help customers identify and select products. ***

6. Use discretion when providing customers with product or service information. ***

Duty: Use the telephone as a selling tool

- Tasks:
1. Identify the benefits of telephone selling. ***
 2. Utilize advance planning when making a telephone sales presentation. ***
 3. Select appropriate occasions for using telephone selling. ***

Duty: Package the customer's purchase

- Tasks:
1. Pack the customer's purchase according to size, shape, and weight of the item purchased. ***
 2. Gift wrap the customer's purchase according to size, shape, and weight of the item purchased. ***

Level III Mid-Management Level Employment

Duty: Establish positive contact with the prospective customer when making a contact sales call

- Tasks:
1. Determine the importance of making an appointment in advance and being on time. ***
 2. Deal with the prospective customer's secretary or family member in a professional manner. ***
 3. Announce the purpose for your call immediately to the prospective customer. ***
 4. Determine the importance of planning in advance what section of sales territory will be covered in a given day. **
 5. Determine the importance of preparing and organizing sales aids. ***
 6. Determine the importance of practicing the introduction and the approach. ***
 7. Dress appropriately for a successful sales call. ***
 8. Determine the importance of keeping good customer records. ***

Duty: Develop a sales representative's system for time and territory management

- Tasks:
1. Plan daily activities to ensure that all duties are performed. ***
 2. Maintain accurate, up-to-date customer, prospect, daily work and summary records. ***
 3. Set sales goals or quotas. ***
 4. Plan sales routes and transportation modes which keep traveling time to a minimum. ***
 5. Make productive use of waiting time. **
 6. Use special techniques which increase your selling time. ***
 7. Evaluate performance in terms of goals and customers satisfaction. ***

Duty: When making direct-to-home sales, ensure that the call is productive even if no one is home

- Tasks:
1. Leave an effective call-back note. ***
 2. Determine the importance of leaving a sample and/or brochure. **
 3. Determine effective ways of getting to see the customer on the return visit. ***

Duty: Use your direct-to-home delivery call to make an additional sale

- Tasks:
1. Determine the importance of taking new merchandise with you when making deliveries. ****
 2. Use techniques that encourage an invitation into the customer's home. ***
 3. Determine the importance of informing the customer about new merchandise before asking for payment of the order you are delivering. ***

Duty: Sell to groups

- Tasks:
1. Get audience attention with a strong opening remark. ****
 2. Make a smooth, natural and interesting sales presentation. ***
 3. Show how your product or service will satisfy the needs the group shares. ***
 4. Plan for audience participation. ***

Duty: Become a specialist in your product or service field

- Tasks:
1. Provide expert information as to ways in which the product or service can benefit the prospective customer. ***
 2. Provide full and complete information about a product line or company services. ***

Level IV Manager-Owner Level Employment

Duty: Forecast sales and plan for sales growth

- Tasks:
1. Project an approximate percentage of increase or decrease in sales, taking into account previous years sales and present sales. ****
 2. Establish a sales budget that shows how many sales people will be required to meet the selling effort and the cost of selling. ****
 3. Analyze sales volume. ***
 4. Establish sales quotas. ****

Duty: Recruit, select and train the sales force

- Tasks:
1. Develop a profile for desired sales personnel. ***
 2. Identify sources of prospective sales personnel. ***
 3. Screen the applicants. ***
 4. Select the applicants. ***
 5. Plan and develop a sales training program. ***

Duty: Organize and supervise the sales force

- Tasks:
1. Develop and implement an incentive program to stimulate the performance of sales force. ***
 2. Assign territories to sales force. ***
 3. Establish an evaluation plan for sales force. ***
 4. Design a compensation plan for sales force. ***
 5. Develop an expense account plan for sales force. ***

Duty: Formulate sales policies in accordance with state, federal and local laws as well as ethics

- Tasks:
1. Be familiar with the laws concerning marketing practices and understand implications these laws have for sales policies. ***
 2. Identify unethical business practices that must be avoided by the sales force. ***

Curriculum

Task Lists

PHYSICAL DISTRIBUTION

*** = Critical

** = Not critical but important

* = Least important

Level I Preparation for entry-level employment

Duty: Process incoming shipments of goods

- Tasks:
1. Unload the delivery trucks. ***
 2. Accurately check in shipment or items against an invoice. ***
 3. Place items in their proper position in stock area or warehouse. ***
 4. Handle incorrect amounts or types of goods received. ***
 5. Mark prices on various types of goods. ***

Duty: Prepare orders for shipment

- Tasks:
1. Check stock requisition and collect goods from specified bins. ***
 2. Check assembled goods against shipping invoices. ***
 3. Select packing materials for a shipment. ***
 4. Pack goods for shipment. ***
 5. Close packing boxes for shipment. ***
 6. Mark goods for shipment. ***
 7. Weigh goods for shipment. ***

Level II Entry-level employment -- career-level employment

Duty: Demonstrate safe practices in the shipping and receiving room

- Tasks:
1. Demonstrate a knowledge of good housekeeping practices for shipping and receiving areas. ***
 2. Demonstrate safe practices in the use of a ladder. **
 3. Demonstrate a knowledge of protective clothing and equipment that should be used in shipping and receiving. ***

Duty: Maintain store equipment and goods

- Tasks:
1. Perform housekeeping duties in connection with proper stock care. ****
 2. Exercise precautions with store equipment and stock arrangements in order to prevent accidents. ****
 3. Care for store equipment. ****

Level III Mid-management level employment

Duty: Route the shipment

- Tasks:
1. Identify the ways to ship goods. ***
 2. Compare ways to ship goods in terms of cost and suitability. ***
 3. Choose the carrier and route that best meet the needs of the buyer and the seller. ***

Duty: Follow-up on lost or damaged shipments

- Tasks:
1. Trace shipments. ***
 2. File claims against the carrier. ***
 3. Return damaged goods to shipper. ***

Duty: Order needed goods and equipment

- Tasks:
1. Analyze stock-on-hand before ordering goods. ***
 2. Use correct and properly filled out forms to order goods and equipment. ***

Duty: Use prescribed safety procedures

- Tasks:
1. Take care of employees' and customers' accidents in the store. ***
 2. Supply employees with information concerning fire and general safety. ***

Curriculum

Task Lists

SALES PROMOTION

- *** = Critical
** = Not critical but important
* = Least important

Level I Preparation for Entry-Level Employment

Duty: Demonstrate a knowledge of sales promotion in marketing.

- Tasks:
1. Identify the major advertising media used to promote sales in marketing. ***
 2. Identify the basic types of displays used to promote sales in marketing. ***
 3. Identify the special promotion activities used to promote sales in marketing. ***

Duty: Recognize how sales promotion benefits the marketing business, employee, and consumer.

- Tasks:
1. Explain the importance of sales promotion to a marketing business. ***
 2. Explain the importance of sales promotion to a marketing employee. ***
 3. Identify the benefits of sales promotion to the consumer. ***

Duty: Recognize the sales promotion responsibility of employees as they make customer contact.

- Task:
1. Identify the opportunities for turning customer contacts into sales promotion activities. ***

Level II Entry-Level Employment -- Career-Level Employment

Duty: Keep informed of one current sales promotion activities of the company and its competition.

- Tasks:
1. Read newspaper advertisements to keep informed of the advertising done by one's own company and its competition. ***
 2. Listen and watch for radio and television promotion by one's own company and its competition. ***
 3. Observe current displays of company's and competitor's products. ***
 4. Read current promotion material sent out to consumers by one's company and its competitors (ex. catalogs, manufacturer's brochures, etc.). **

Duty: Prepare, set up, and maintain displays.

- Tasks:
1. Prepare merchandise for display. ***
 2. Use related item or logical grouping display to make it easier for customers to shop. ***
 3. Arrange counter displays of merchandise. ***
 4. Display merchandise as it can be used. ***
 5. Use cartons, cases, and boxes effectively in building special displays. ***
 6. Use the stacking technique, dumping technique and case technique to build displays. **
 7. Dress mannequins for displays. **
 8. Rearrange or replace merchandise sold from displays. ***
 9. Dismantle displays so that neither products nor fixtures will be damaged. ***

Level III Mid-Management Level Employment

Duty: Plan sales promotion activities that are seasonal, timely and in keeping with company policy.

- Tasks:
1. Plan, develop and use seasonal and storewide themes. **
 2. Select products for promotion that are seasonal and timely. ***
 3. Check advertising and displays for adherence to store promotional policies. ***
 4. Obtain and use current product information necessary for effective and timely promotional activities. ***

Duty: Check and approve sales promotion activities.

- Tasks:
1. Check advertising copy for omissions, additions and corrections. ***
 2. Check available quantities of advertised products before a promotion breaks. ***
 3. Select the most effective locations within the company to place displays. **

Duty: Coordinate and schedule sales promotion activities so they effectively promote the store and its products.

- Tasks:
1. Plan for frequent display changes to maintain customer interest. ***
 2. Allocate promotional space for an item based on its sales volume. ***
 3. Determine when to dismantle and replace major displays. **
 4. Coordinate promotional activities with local activities or seasonal events. **
 5. Schedule displays of products at the same time they are being advertised. ***

6. Keep personnel informed of the schedule of company sales promotion activities. ****
7. Coordinate national or chain advertising with local business promotions. ****

Duty: Prepare, set up and maintain displays.

- Tasks:
1. Use price cards in displays. ***
 2. Design and letter simple signs. *
 3. Develop signs for self-service or self-selection fixtures. *
 4. Use manufacturers' display aids effectively. **
 5. Store and record location of display fixtures or supplies so they are accessible for future use. ****

Level IV Manager-Owner Level Employment

Duty: Plan and present a sales promotion program.

- Tasks:
1. Develop promotional objectives and strategies. ****
 2. Plan public relations activities to promote goodwill for the company and increase sales. ****
 3. Coordinate all aspects of a sales promotion program with advertising, display, public relations and merchandising personnel. ****
 4. Prepare a sales promotion budget. ***
 5. Project a seasonal sales promotion calendar of events. ****
 6. Formulate promotional policies in accordance with state, federal and local laws. ***

Duty: Prepare an advertisement.

- Tasks:
1. Write advertising headlines. ****
 2. Write creative advertising copy. ****
 3. Develop or select advertising illustrations. ****
 4. Develop advertising layout(s). **
 5. Design advertising circulars. **
 6. Use trademarks, slogans to stimulate customer interest. **
 7. Select type style(s) for an advertisement. **
 8. Develop copy for radio and television advertising. **
 9. Develop a storyboard for television advertising. **
 10. Make effective use of media specialists to produce an advertisement that will enhance the company. **

Duty: Design and produce company displays.

- Tasks:
1. Demonstrate ability to execute all types of displays. ****
 2. Select appropriate available fixtures, props and materials. ****
 3. Construct appropriate fixtures, props and materials when necessary. ****
 4. Use the elements of design to create effective displays. ****
 5. Use proper lighting techniques to create effective displays. ****
 6. Design and create displays that reflect company image. ****

Duty: Plan and use advertising and special promotions to stimulate sales

- Tasks:
1. Select promotions, institutional or a combination of both that best promote company products and reflect company image. ***
 2. Analyze past advertisements for their effectiveness and for guidance in planning future ads. **
 3. Determine cost of advertising in various media. ***
 4. Select appropriate advertising media for specific products or themes. ***
 5. Evaluate advertising media in terms of costs and sales. ***
 6. Negotiate with manufacturers for advertising or promotional aid. ***

SELF-DEVELOPMENT FOR MARKETING OCCUPATIONS

- *** = Critical
 ** = Not critical but important
 * = Least important

Level I Preparation for Entry-Level Employment

Duty: Gain self-understanding as a basis for building positive personal and professional relationships and for setting career goals

- Tasks:
1. Explain the term self-understanding. **
 2. Identify the importance of self-understanding in establishing effective human relationships. **
 3. Analyze personal interests, aptitudes, traits, abilities and attitudes. **
 4. Identify personal strengths and weaknesses. **
 5. Define self-image. **
 6. Recognize the importance of a positive self-image. **

Duty: Follow the steps of the decision-making process when making a decision

- Tasks:
1. Analyze the situation. ***
 2. Identify your alternatives or choices. ***
 3. Consider the results of each alternative. ***
 4. Make your choice. ***

Level II Entry-Level Employment--Career-Level Employment

Duty: Gain self-understanding as a basis for building positive relationships and for setting career goals

- Tasks:
1. Identify resources for self-understanding provided by the school guidance counselors. **
 2. Complete a self-inventory and interpret results with a qualified person. **
 3. Recognize personal needs. **
 4. Clarify personal values. **
 5. Identify personal motives. **

Duty: Use feedback for personal growth

- Tasks:
1. Define feedback. **
 2. List types of feedback. **
 3. Explain feedback effect on human behavior. **
 4. Develop a plan for using feedback. **

Duty: Develop a plan for setting long- and short-range goals

- Tasks:
1. Define goals. ***
 2. Identify reasons for setting goals. ****
 3. List steps in goal-setting process. **
 4. Identify short-term and long-term goals. ***
 5. Develop a personal plan of action. ***

Duty: Follow a self-improvement program

- Tasks:
1. Apply strategies for developing a positive self-concept. **
 2. Apply strategies for developing a positive attitude. **
 3. Use your mistakes to help you grow. **
 4. Cope with weaknesses and take advantage of strengths. **
 5. Apply strategies for achieving the kind of personality you desire. **

Level III Mid-Management Level Employment

Duty: Recognize how values affect your career goals

- Tasks:
1. Rank work values to determine which values are most important for your career satisfaction. ***
 2. Determine whether personal values are compatible or in conflict with company policies and principles. ***

Duty: Apply knowledge and skills necessary for sound career decision making

- Tasks:
1. Use your understanding of your personal qualities to help you make decisions. ***
 2. Identify factors outside yourself that affect your decisions. **
 3. Explain the three kinds of decisions. **
 4. Use reality-testing to make realistic choices. **
 5. Follow steps to lessen the amount of uncertainty in decisions. **
 6. Apply the decision-making process in reaching career goals. **

Level IV Manager-Owner Level Employment

Duty: Develop and strengthen your management qualities

- Tasks:
1. Identify qualities necessary for management/entrepreneurship. ***
 2. Compare your personal qualities with those needed for management/entrepreneurship. ***
 3. Identify sources (adult education, trade associations, public speaking courses, counseling services) available within the community that develop and strengthen management qualities. **
 4. Apply strategies for developing qualities necessary for management. **

SUGGESTED
TEACHING SEQUENCE
FOR
Fundamentals of Marketing
1931-32

OCTOBER 1931

SUGGESTED TEACHING SEQUENCE FOR FUNDAMENTALS OF MARKETING

. . . take advantage of teachable moments.

We learn best when we feel the need to learn. The suggested teaching sequence for Fundamentals of Marketing attempts to capitalize on students' motivations by focusing on their natural exuberance about employment and future career advancement. The theme for the course is that those who advance and find their work most rewarding are the ones who are better prepared than others. Distributive education provides students with knowledge, skills, and attitudes that will cause them to become more competent than other workers, at the same level, and thus to receive the rewards and personal satisfaction that come to those who excel. This theme or focus should be constantly before students in order to produce those teachable moments which make teaching and learning exciting and rewarding for teachers and students.

Although learning time in competency-based education should be flexible for students who work faster or more slowly than others, the public schools are still structured in terms of grading periods and semesters. In order to achieve the objectives for each course in the time allocated, the teacher-coordinator needs an overall plan for the year with tentative teaching times estimated according to the relative difficulty of the competencies/duties to be learned. Although most instruction will take place in the large group setting, the tentative schedule should allow for extra days periodically to provide the additional time needed for remediation or completion of learning activities or evaluation. Students gifted or talented in a particular competency area may also use the extra days for special individual projects or assignments.

The suggested teaching sequence for the school year is designed to help students prepare in a logical way for their marketing occupations by interspersing the supportive competencies in economics, mathematics, communications, human relations, and market planning throughout the course, with the major focus on the more motivating competencies in the three major areas of

- 1) selling, sales promotion and physical distribution
- 2) identification of an occupational objective
- 3) preparation for the employment interview

The sequence suggests that the final preparation for employment begin in the second semester and that students be employed by the end of the second six weeks of the Spring semester. The last four weeks is devoted to refining and reteaching, if necessary, the competencies necessary for success on the job. The teacher coordinator, working with each training sponsor can make a valuable contribution to each student's future marketing career through this orientation and reinforcement period. If the teacher-coordinator does not choose to devote the final four weeks to employment orientation, then the entire teaching sequence for the year can be opened up to a more leisurely pace.

Suggested Teaching Sequence
for Fundamentals of Marketing
1981-82

FALL SEMESTER

What is Marketing?

3 weeks

Orientation to Fundamentals (supply your own teaching plan)

1 day

Economics and Marketing

Duty: Demonstrate Knowledge of what marketing is and why it is important.

3 days

Market Planning

Duty: Demonstrate an understanding of the marketing concept.

2 days

Economics and Marketing

Duty: Demonstrate knowledge that supply and demand involve the introduction between products available and desire of customers to own them.

3 days

Duty: Demonstrate knowledge of the effects of competition on buyers and sellers.

2 days

Duty: Demonstrate knowledge that profit is the driving force behind the free enterprise system.

2 days

Extra days for remediation and completion of learning activities or evaluation.

2 days

Knowing Myself

2 weeks

Self-Development for Marketing Occupations

Duty: Gain self-understanding as a basis for building positive personal and professional relationships and for setting career goals.

4 days

Duty: Follow the steps of the decision-making process when making a decision.

4 days

Extra days for remediation and completion of learning activities or evaluation.

2 days

Mathematics--A Basic Competency in Marketing

1 week

Marketing Mathematics

Duty: Perform basic mathematical computations.

4 days

Extra days for remediation and completion of learning activities or evaluation.

1 day

Selling--The Basic Marketing Competency

8 weeks

Communication in Marketing

Duty: Use effective verbal communications in marketing.

5 days

Personal Selling

Duty: Use the basic elements of a sale in completing a routine sales transaction.

6 days

Duty: Use product or service knowledge as a part of a routine sales transaction.

3 days

Marketing Mathematics

Duty: Calculate correct prices of products or services and total amounts of purchases.

4 days

Duty: Handle payment for purchase.

4 days

Duty: Operate an electronic cash register.

4 days

Duty: Handle counterfeit currency.

1 day

Sales Promotion

Duty: Demonstrate a knowledge of sales promotion in marketing.

2 days

Duty: Recognize how sales promotion benefits the marketing business, employee, and consumer.

2 days

Duty: Recognize the sales promotion responsibility of employees as they make customer contact.

1 day

Extra days for remediation and completion of learning activities or evaluation.

8 days

Working on Supporting Competencies

4 weeks

Human Relations in Marketing

Duty: Demonstrate the attitude that human relationships have an important effect on marketing businesses.

4 days

Duty: Build positive personal relationships.

7 days

Communication in Marketing

Duty: Prepare written communications.

5 days

Extra days for remediation and completion of learning activities or evaluation.

4 days

SPRING SEMESTER

Preparing for the Employment Interview

7 weeks

Employment and Advancement

Duty: Identify a marketing occupational objective.

12 days

Duty: Complete an entry-level employment interview.

16 days

Extra days for remediation and completion of learning activities or evaluation.

7 days

Identifying a Tentative Marketing Occupation

3 weeks

Physical Distribution

Duty: Prepare orders for shipment.

4 days

Duty: Process incoming shipments.

4 days

Personal Selling

Duty: Use the basic elements of a sale in completing a routine sales transaction. (review)

2 days

Duty: Use product knowledge as a part of a routine sales transaction. (review)

2 days

Note: When teaching and reviewing the above duties, focus on these areas as realistic entry-level occupational objectives.

Extra days for remediation and completion of learning activities or evaluation.

3 days

How Does Marketing Work?

4 weeks

Market Planning

Duty: Appreciate the need for product/service planning in the marketing process.

3 days

Economics and Marketing

Duty: Demonstrate a knowledge of what economics is and why it is important.

3 days

Duty: Demonstrate the knowledge that economic goods are the products and services offered to meet consumer needs and wants.

4 days

Duty: Demonstrate understanding that in a private enterprise system, businesses are owned by individuals, not governments.

4 days

Duty: Demonstrate understanding that economic resources may be classified as land, labor and capital.

2 days

Extra days for remediation and completion of learning activities or evaluation.

4 days

Applying my Competencies to my Marketing Industry

4 weeks

Personal Selling

Basic elements of a sale and product/service knowledge applied to students' occupations.

3 days

Marketing Mathematics

Applied to students' occupations.

3 days

Sales Promotion

Sales promotion responsibilities of employees applied to students' occupations.

2 days

Physical Distribution

Applied to students' occupations.

2 days

Communication

Written communications applied to students' occupations.

2 days

Self-Development

Applied to students' occupational interests.

2 days

Human Relations

Applied to students' occupations.

2 days

Extra days for students to work individually on projects.

4 days

SEPTEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
6	7 ORIENTATION TO FUNDAMENTALS	8 ECONOMICS IN MARKETING Knowledge and importance of marketing	9	10
13 MARKET PLANNING Marketing Concept	14	15 ECONOMICS IN MARKETING Supply and Demand	16	17
20 ECONOMICS IN MARKETING Effects of Competition	21	22 Profit	23	24 REMEDIATION &
27 EVALUATION	28 SELF-DEVELOPMENT Self Understanding	29	30	

OCTOBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 SELF DEVELOPMENT Self Understanding (Continued)
4 SELF DEVELOPMENT Decision Making Process	5	6	7	8 REMEDATION &
11 SELF DEVELOPMENT ---EVALUATION	12 MARKETING MATHEMATICS Basic Mathematical computations	13	14	15
18 MARKETING MATH REMEDATION & EVALUATION	19 COMMUNICATIONS IN MARKETING Verbal Communications	20	21	22
25 COME IN MARK	26 PERSONAL SELLING	27	28	29

APPROVED RESOURCES LIST
FOR
Fundamentals of Marketing
1981-82

DISTRIBUTIVE EDUCATION SERVICE
VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

General Marketing Level I Resources

The following are resources from the Approved Resources List and are recommended for use with the Teacher's Resource Guides for the CBE General Marketing I curriculum:

- Antrim, William. ADVERTISING, Second Edition. McGraw-Hill, 1978.
- Beaumont, John, Kathleen Langan, and Louise Taylor. YOUR CAREER IN MARKETING. Second Edition. McGraw-Hill, 1976.
- Bikkie, James. CAREERS IN MARKETING, Second Edition. McGraw-Hill, 1978.
- Chase Manhattan Bank. THE CASHIER. McGraw-Hill, 1975.
- Chase Manhattan Bank. THE CASHIER SERIES. McGraw-Hill, 1975.
- Eggland, Steven A. and John W. Williams. HUMAN RELATIONS IN BUSINESS. South-Western, 1977.
- Ernest, John. BASIC SELLING, Second Edition. McGraw-Hill, 1978.
- Ernest, John and Richard Ashmun. SALESMANSHIP FUNDAMENTALS, 4th Edition. McGraw-Hill, 1973.
- Ercal, Kenneth and Lawrence Walsh. WHOLESALING AND PHYSICAL DISTRIBUTION, Second Edition. McGraw-Hill, 1978.
- Fruenling, Rosemary T. WORKING AT HUMAN RELATIONS. McGraw-Hill, 1977.
- Hiserodt, Donald. HUMAN RELATIONS IN MARKETING. Second Edition. McGraw-Hill, 1978.
- IDECC SUBSCRIPTION SERVICE. (See Page 3)
- IDECC ECONOMICS AND MARKETING CURRICULUM SECTION. (See Page 3)
- IDECC ECONOMICS AND MARKETING MEDIA PACKAGE. (See Page 3)
- Instructional Materials Center, University of Texas, Austin. YOU'RE HIRED! GETTING THE RIGHT JOB FOR YOU. Teacher's Manual and Student Activity Book.
- Kidwell, William M. KNOWING YOURSELF. McGraw-Hill, 1976.

- Keaninger, James G. and Thomas A. Hephner. JEFFREY'S: A RETAIL SIMULATION. McGraw-Hill, 1978.
- Klaunans, Mary K. THE ECONOMICS OF MARKETING. Second Edition. McGraw-Hill, 1978.
- Logan, William and M. Herbert Freeman. MATHEMATICS IN MARKETING. Second Edition. McGraw-Hill, 1978.
- Lynch, Richard L. GETTING THE JOB. McGraw-Hill, 1976.
- Mason, Ralph E., Patricia M. Rath, and Herbert L. Ross. MARKETING AND DISTRIBUTION. Second Edition. McGraw-Hill, 1974.
- Rowe, Kenneth L. COMMUNICATIONS IN MARKETING. Second Edition. McGraw-Hill, 1978.
- Smith, Gary. DISPLAY AND PROMOTION. Second Edition. McGraw-Hill, 1978.
- Tyler, Elias and Eugene Corenthal. MATERIALS HANDLING. Gregg-McGraw Hill, 1970.
- V-TECS CASHIER-CHECKER CATALOG. (See Page 4)
- Weagraff, Patrick J. and James J. Lynn. MAKING DECISIONS WORK. McGraw-Hill, 1977.
- Wingate, John and Carroll A. Nolan. FUNDAMENTALS OF SELLING. 10th Edition. South-Western, 1976.
- Wray, Ralph. ADVERTISING SERVICES. McGraw-Hill, 1979.
- Yllie, Eugene D. and Roman F. Warmke. FREE ENTERPRISE IN THE U.S. South-Western, 1980.

ADDITIONAL INFORMATION ABOUT RESOURCES

The following information is provided to describe several resources in more detail:

IDECC Subscription Service - 1981-82. Provides new materials as they are developed. The annual subscription fee includes four mailings including new and revised LAPs which will be referenced in the CSE Teacher's Resource Guides for Level II and III.

INSS-81	Subscription Service - 1981-82	\$110, Less 40%	\$66
		Shipping	10

IDECC ECONOMICS AND MARKETING CURRICULUM SECTION. Complete set of all E&M teacher materials (with 3-ring binder) and student materials (1 each of 24 titles)

LAPs 1, 2, 4, 5, 7, 10, 11, 15 used in Level I Teacher's Resource Guides.

LAPs-EM	EM Curriculum \$90 Less 40%	\$54.00
	Shipping	6.00

IDECC ECONOMICS AND MARKETING MEDIA KITS. Six slide-tape presentations correlate directly with the major topics in the Economics and Marketing Curriculum Section; Slide-Tapes NE, EF, MF, & PP are referenced in the Level I Teacher's Resource Guides.

INMK - NE	Complete Set of 6	\$490 Less 40%	\$294.00
		Shipping	10.00
INMK - NE	The National Economy (LAPs 15, 16, 17)		
INMK - EF	Economics Fundamentals (LAPs 1, 2, 4, 19, 24)		
INMK - MF	Marketing Fundamentals (LAPs 5, 6, 7, 8)		
INMK - PP	Products and Prices (LAPs 3, 9, 10, 11)		
INMK - MG	Marketing Goods & Services (LAPs 12, 13, 14, 18, 20)		
INMK - OL	Organized Labor (LAPs 21, 22, 23)		
PURCHASE:	Individual Slide-tape presentations \$35 Less 40%	\$51.00 (2.50)	
RENTAL:	Individual Slide-tape presentations \$20 Less 40%	12.00 (2.50)	
	(one-week, Monday - Friday rental)		

IDECC INDIVIDUALIZED TESTS - ECONOMICS AND MARKETING

IDECC has established a Random Access Test Bank (RATB) for the purpose of generating tests for all instructional areas within the system. Each multiple-choice test is generated randomly, printed by computer, and sent with a descriptive test key which provides the correct answer to each test item, the rationale for each answer and the source of additional information. As such, the answer sheet is usable for student remediation and reinforcement. Special order forms

are required. The Economics and Marketing Test Bank is referenced in the E&M Teacher's Resource Guide for General Marketing I

RATB-xx \$(see below) per item Less 40%

1- 50 questions	\$ 8.50 + .26 item
51- 250 questions	21.00 + .03 item over 50
251-1000 questions	27.50 + 2.5 item over 250
1001-2000 questions	45.25 + 1.7 item over 1000

Shipping \$1.50

V-TECS CATALOG FOR CASHIER-CHECKER. This catalog must be ordered by the State Supervisor. If you do not have one, notify your Area Supervisor who will order it from the Vocational Education Curriculum Center, Virginia Commonwealth University, 620 N. Lombardy Street, Richmond, Virginia 23284.

*Put in
network*

APPROVED RESOURCES LIST
FOR
GENERAL MARKETING LEVEL II
1982-83

Distributive Education Service
Vocational Education
Department of Education
Richmond, Virginia

General Marketing Level II Resources

The following are resources recommended for use with the Teacher's Resource Guides for the CBE General Marketing Level II curriculum:

- Crawford, Lucy C. and Richard Lynch. Finance and Credit. McGraw-Hill, 1979.
- Eggland, Steven and John Williams. Human Relations in Business. South-Western, 1977.
- Ernest, John. Creative Selling, Second Edition. McGraw-Hill, 1978.
- Ertel, Kenneth and Lawrence Walsh. Wholesaling and Physical Distribution, Second Edition. McGraw-Hill, 1978.
- Fruehling, Rosemary T. Working at Human Relations. McGraw-Hill, 1977.
- Harris, E. Edward. Marketing Research. McGraw-Hill, 1978.
- Hiserodt, Donald. Human Relations in Marketing, Second Edition. McGraw-Hill, 1978.
- IDECC. IDECC Subscription Service. 1979-80.
- Koeninger, James and Thomas Hephner. Jeffrey's - A Retail Simulation. McGraw-Hill, 1978.
- Logan, William and M. Freeman. Mathematics in Marketing, Second Edition. McGraw-Hill, 1978.
- Lynch, Richard. Getting the Job. McGraw-Hill, 1976.
- Mason, Ralph and others. Marketing and Distribution, Second Edition. McGraw-Hill, 1974.
- Mason, Ralph E., Patricia M. Rath, Herbert L. Ross. Marketing Practices and Principles, Third Edition. McGraw-Hill, 1980.
- Mayer, Warren G., Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices. McGraw-Hill, 1982.
- Moffet, Carol Willis and O. Rebecca Nowkins. The Receiving, Checking, Marking Stocking Clerk. McGraw-Hill, 1980.

- Reece, Barry. Food Marketing. McGraw-Hill, 1979.
- Rowe, Kenneth L. Communications in Marketing, Second Edition. McGraw-Hill, 1978.
- Smith, Gary. Display and Promotion, Second Edition. McGraw-Hill, 1978.
- Smith, William. Food Service. McGraw-Hill. (Available 1979)
- Wingate, Isabel and others. Know Your Merchandise, Fourth Edition. McGraw-Hill, 1975.